

Yerba Buena High

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East Side Union High School District
Principal: **Dan Moser**

Survival of this school requires a sharply focused plan that directs its energy and resources towards improving student achievement. Greater student motivation and achievement requires a learning community that engages students by providing standards-based curriculum, researched based instruction, rigorous expectations, and support systems.

— Dan Moser, Principal

School Profile for the 2000-01 school year:

School Level				
Locality		Large City		
Grade span at the schools		9-12		
Years Principal at school		2		
II/USP or CSRD		II/USP		
Year Round?		No		
Number of students		1864		
Number of teachers		88		
API Reporting Cycles	Growth Target	Actual Growth	School -wide?	All Subgroups?
2001-02	13	13	Yes	No
2000-01	14	11	No	No
1999-00	13	-22	No	No

Student Demographic Data	
African American	3%
American Indian	0%
Asian	34%
Filipino	7%
Hispanic	50%
Pacific Islander	1%
White	4%
Percent ELL	35%
Percent Free/Reduced Lunch	50%

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Description of our II/USP or CSRD model or plan:

For the 2001-02 school year, Yerba Buena High School achieved its schoolwide API target, however, only two of three comparable subgroups met their improvement target. While many of our students were making progress, we were not meeting the needs of all our students. In response, we hired an external evaluator who assisted us in identifying three high-leverage activities from our II/USP action plan on which to focus: teaching to standards in all content areas, teaching reading across the curriculum, and examining student work to guide instruction. We also identified the evidence needed to cite progress and are continuously monitoring movement toward implementing these high-leverage activities. As a result, our school is moving toward a sense of common purpose that is helping bring teachers together.

What were the three most important factors that helped our school move ahead?

1. **Focus on standards-based instruction via a shared vision on improving student achievement.** Over the past year we have had an increased focus on standards-based instruction, evidenced by the visual presence of posted standards and learning objectives in most classrooms. In addition, in almost all content areas, teachers can clearly articulate how standards were embedded in their lessons.
2. **Staff development.** All professional development and programs/strategies across the curriculum are research-based and aligned with our school focus. The quality of time used for collaboration has also improved and teachers often meet to discuss student work and how best to modify instruction. Teachers also expressed a desire to visit other teachers' classrooms, so a peer coaching model was implemented this year.
3. **Parent training aligned with school focus to improve student achievement.** Our II/USP plan also focused on student support services, parent involvement, and evaluation. Student support services have assisted in reducing the dropout rate and increasing attendance. Many of the improvements can be credited to various community-based organizations that provide extensive follow-up services. Parents are involved through large- and small-group meetings aimed at educating them about the school system. As a result of their involvement, parents indicated a greater commitment to education.